



Archer Leaders Development Program

EVALUATION

*Report By: Kokoda Track Foundation Limited
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Executive Summary

The Archer Leaders Development Program was developed in 2011 with generous funding from the Fred P. Archer trust (managed by Perpetual Trustees). The Archer Leaders Development Program aims to find and foster a new generation of leaders for Papua New Guinea (PNG) via a 12-month intensive, experiential, leadership development journey, open to final year tertiary students across PNG.

Since 2011, 50 final year tertiary students from 21 of PNG's 22 Provinces have participated in the Archer Leaders Development (ALD) Program. The current evaluation invited the 2011 – 2017 cohorts to participate in the evaluation.

A mixed-method evaluation was utilized to measure four levels of impact:

- Level 1: Reaction and Satisfaction
- Level 2: Learning
- Level 3: Application and Implication
- Level 4: Results or Impact

An online survey was administered to 34 participants (indicating an 81% response rate); whilst 11 semi-structured interviews were conducted with members from across all years of the alumni.

Many key findings emerged from the quantitative and qualitative data across the four levels of evaluation. Themes emerging from respondents' satisfaction with the ALD program included: increased confidence, improved public speaking, improved networking opportunities and networks, increased understanding of leadership concepts and enhanced professionalism. Strong satisfaction was also reported with the various elements of the 12-month program especially the leadership exchange program to Australia, the mentoring, and the work experience opportunities.

The learning level of the evaluation highlighted a number of key outcomes including strong learning related to opportunities created by broadened perspectives, exposure to different cultures, understanding of social issues, and learning about various elements of adaptive leadership theory.

The third level of evaluation examined the respondents' application of skills, techniques and confidence to their lives because of their participation in the ALD program. Key findings included the positive contribution the program made to alumni' public speaking skills, confidence and self-belief, broadened perspectives, self-awareness, networks and ability to network, commitment to community, and career progression.

The final level of evaluation explored the longer-term outcomes as set by KTF's Leadership Theory of Change. The evaluation demonstrated very strong commitment among the alumni to community and the betterment of PNG society; strong engagement by the alumni in formal and informal community development and social impact projects for the improvement of lives and futures of Papua New Guineans; and the majority of alumni engaged in senior management positions, or on career trajectories to be engaged in senior management positions within a range of sectors including Law, Government, Academia, Mining & Engineering, Accounting & Finance, and NGO / Development.

The Archer Leadership Development Program has been successful in meeting a range of short and long term outputs and outcomes over the past 8 years that contribute to its ultimate aim of finding and fostering a new generation of PNG leaders.

Introduction

The Archer Leaders Development (ALD) Program is a year-long leadership development program that was designed and developed by Australian NGO, the Kokoda Track Foundation (KTF). Developed in 2011, the ALD Program supports the leadership journeys of a cohort of final-year tertiary students, who are studying at tertiary institutions across Papua New Guinea (PNG).

Each year since 2011, a cohort of 6 – 8 final year tertiary students have embarked on the program, participating in a suite of activities, experiences, and support opportunities aimed at enhancing their leadership knowledge, skills, and confidence as a leader, and setting them on a trajectory of leadership growth and potential. The premise behind the scholarship is that intensive leadership support and resource investment during a student’s final year of tertiary studies will provide the recipient with a new platform to engage in leadership work and activities after they graduate. The leadership scholarships aim to identify, foster, and invest in an annual cohort of promising leaders and provide them with the opportunities, skills, networks and resources they need to grow their leadership skills.

Program Outline

The year-long ALD program consists of the following activities and opportunities:

- Education investment – the scholarship covers the students’ tertiary fees for the final year of their studies at University or College in PNG.
- Living allowance – the scholarship covers the students’ boarding costs (if applicable) for the final year of their studies at University or College in PNG.
- Resource investment – each student receives an allowance to purchase educational and other relevant resources for their tertiary studies, professional career development, and leadership development. Resources may include laptop computers, textbooks, reading books, and materials to assist specific study areas or future career development.
- Student exchange period – the cohort of students participates in a 2.5-week exchange program during their mid-semester break where they travel to Australia. The exchange period consists of a work experience program, an adaptive leadership course, and mentoring opportunities with prominent Australian leaders.
- Mentoring – each student is matched with a mentor who supports them with guidance and coaching during their year-long leadership program. This one-on-one support is vital to students’

learning throughout the year and has been shown to have an enormous and transformative impact on students' self-esteem, motivation, future goals, and leadership development.

- Community project – Students are given an allocation of funding to invest in their own community project (existing or new). KTF works with them throughout the life cycle of the development, implementation, and monitoring of the project including proposal preparation, budgeting, implementation, M&E and acquittal.
- Work experience placement – the students undertake a work experience placement at the end of Semester 2 in an organisation relevant to their field of study. The placements are selected in consultation with KTF and the students' mentor with the view to create a pathway to employment for the student after they graduate.

Selection Process

The ALD program is a PNG-wide program and students are selected from all tertiary institutions across the country. Students are selected on the basis of strict selection criteria that have been developed and implemented over a number of years:

- Academic merit
- Academic effort
- Gender equality
- Socioeconomic background and need
- Leadership potential
- Vision for PNG
- Commitment to community

Applicants address the following criteria in their application:

Academic Excellence – applicants must have and demonstrate evidence of outstanding academic achievement in their tertiary (and prior) studies in PNG. Evidence includes academic University/College course transcripts, school results, and other awards and achievements. Students must also demonstrate high level academic effort and must support this with references from lecturers, tutors, and teachers.

Leadership Potential – applicants must demonstrate leadership potential and prior experience. Applicants should be recognised by their community, peers, and seniors as having leadership potential and must demonstrate this via references and relevant appointments (such as election to the Student Representative Council and similar achievements)

Community Work – applicants must demonstrate a strong commitment to their community and the broader PNG society. Applications must demonstrate a commitment to helping others and participating in community work and other voluntary projects.

Vision for PNG – applicants must have a personal and defined vision for their country and be able to articulate this in their application. This vision will likely address pressing social issues and needs facing PNG as a nation and how they see their role in addressing these in the future.

Applicants are reviewed and a shortlist of double the number of final recipients is selected and invited to interview. A two-stage interview ensues whereby shortlisted candidates address an interview panel, follow by a one-on-one interview.

The final cohort of program recipients is determined by the two interview panels and announced at a function in Port Moresby.

Adaptive Leadership

The ALD program is based on the theory of Adaptive Leadership, developed by Ron Heifetz et al. of the Harvard Business School. All leadership development workshops, the mentoring experience, and the leadership exchange program utilize an adaptive leadership framework for guiding the participants' journeys.

Heifetz and colleagues argue that adaptive leadership is a practice not a theory, defining it as the 'practice of mobilizing people to tackle tough challenges and thrive'. It is a 'distributed leadership' model, which means leadership can be displayed by people across an organisation, not only by those in senior positions or management roles.

Heifetz et al. view leadership and management as distinct but important behaviours that complement each other as part of a broader system of action. Management (authority) is best used for technical challenges, problems – routine and complex – where the solution can be found provided you have access to people with the appropriate expertise. Management is about coping with complexity, while leadership is about coping with adaptive challenges that require adaptive change.

Adaptive challenges are those where there is 'a gap between aspirations and operational capacity that cannot be closed by the expertise and procedures currently in place', they are systemic and have no ready answers. Adaptive challenges are most likely to occur in the field of international development.

Adaptive change is uncomfortable; it challenges our most deeply held beliefs and suggests that deeply held values are losing relevance, bringing to the surface legitimate but competing perspectives or commitments. This means that adaptive challenges require a different form of leadership behaviour: adaptive leaders do not provide the answers (and do not equate leadership with expertise) and accept that a degree of disequilibrium is needed to sustain adaptive change (rather than minimising conflict and discomfort).

In order to “practise” adaptive leadership, our leadership program exposes young people to a wide range of adaptive challenges in both Australian and PNG societies. Throughout the Archer Leadership development program, participants are exposed to a broad range of current-day social issues and invited to explore the adaptive challenges posed by those issues with individuals and organisations working at the fore-front of their fields. These issues may include (but are not limited to): refugees and asylum seekers, poverty, multiculturalism and racism, and climate change.

The young leaders are given opportunities to connect with key leaders addressing these issues including CEOs of companies, heads of NGOs, and politicians and members of parliament. They are also given the opportunity to connect with clients of services, constituents, and members of organisations to see how adaptive responses to social issues impact people at the grassroots level.

Once the young people graduate from the program and enter the alumni, they are given the opportunity to put these learnings into practice by establishing their own community projects that address adaptive challenges in PNG society. Ongoing mentoring, supervision and financial support is provided to them throughout this process.

Evaluation Framework

The ALD program was assessed using a four-level evaluation framework (Kirkpatrick). These four levels are:

- Level 1: Reaction and Satisfaction
- Level 2: Learning
- Level 3: Application and Implication
- Level 4: Results or Impact

Level 1: Reaction and Satisfaction

Participant reaction and satisfaction with various elements of the ALD program is measured for each cohort throughout the year of the program. This evaluation asked participants to reflect on various components of the program and their satisfaction with these components and their relevance and utility in being applied to their leadership journeys and professional development opportunities. The evaluation explored participant's satisfaction with various components of the program including mentoring, the exchange program, the community project and the work experience opportunities.

Whilst empirical research rarely demonstrates a strong link between satisfaction of a program and outcomes, this is strengthened when participants consider their learning to be relevant for career or leadership development.

Level 2: Learning

In the current evaluation, participants were asked to self-reflect on their level and quality of learning throughout their participation in the ALD program. Participants self-reflected on the quality of their learning experience and the learning outcomes achieved for adaptive leadership, professional development, networking, public speaking and confidence.

Level 3: Application & Implication

This level involves evaluating the extent to which participants have applied their new knowledge and skills and the effect this has had on their academic performance, leadership journeys and professional development pathways. The evaluation asked participants how effectively they applied learnings and skills to various parts of their lives and was their changes in their behaviors, activities and mindsets as a result of the program.

Level 4: Results & Impact

This level involves measuring longer-term change and impact as a result of the ALD program. This level was aligned with KTF's Leadership Theory of Change that states that the ALD program will result in three long-term outcomes:

- Increased number of Papua New Guinean professionals that prioritise sustainability and positive social change;
- Majority of Archer alumni progress to senior management positions in the public, private and civil society sectors;
- Majority of Archer alumni have established and/or are operating projects that improve the wellbeing and futures of fellow Papua New Guineans.

Progress towards attainment of these three long-term outcomes was measured in the current evaluation.

Methodology

A mixed-method approach was used for the evaluation of the ALD program. A combination of qualitative and quantitative data collection methods were used to measure outputs and outcomes across the four evaluation levels.

Semi-structured interviews were conducted with 11 graduates of the ALD program. These interviews were designed to measure:

- Participants' satisfaction and learning across various stages of the program including mentoring, leadership development workshops, the exchange program, work experience placements and the community project;

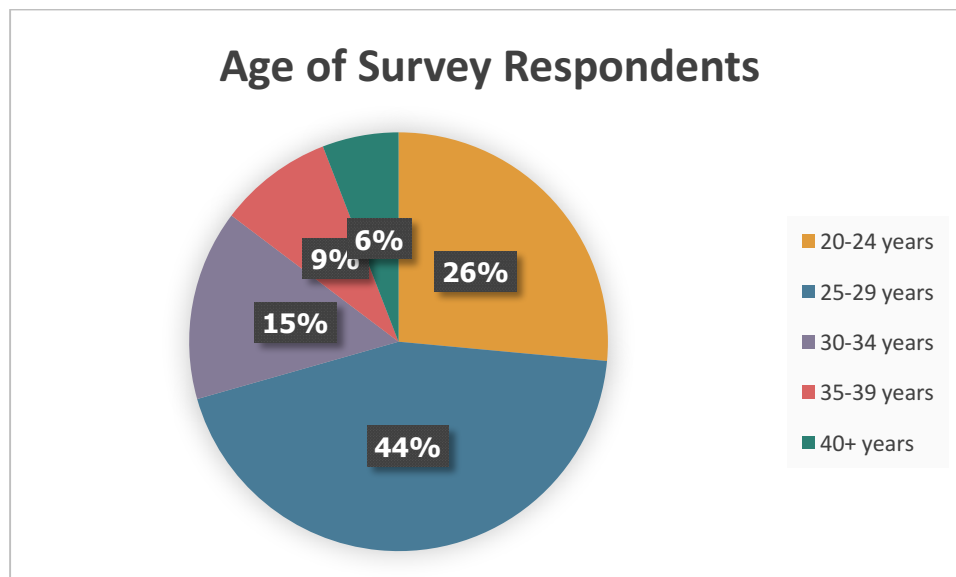
- Application of leadership and professional development learning to participants' life
- Impact and results including career pathways and progress and implementation of community projects.

An online quantitative survey was administered to 34 graduates of the ALD program (81% response rate) that further measured outputs and outcomes across the four levels of evaluation.

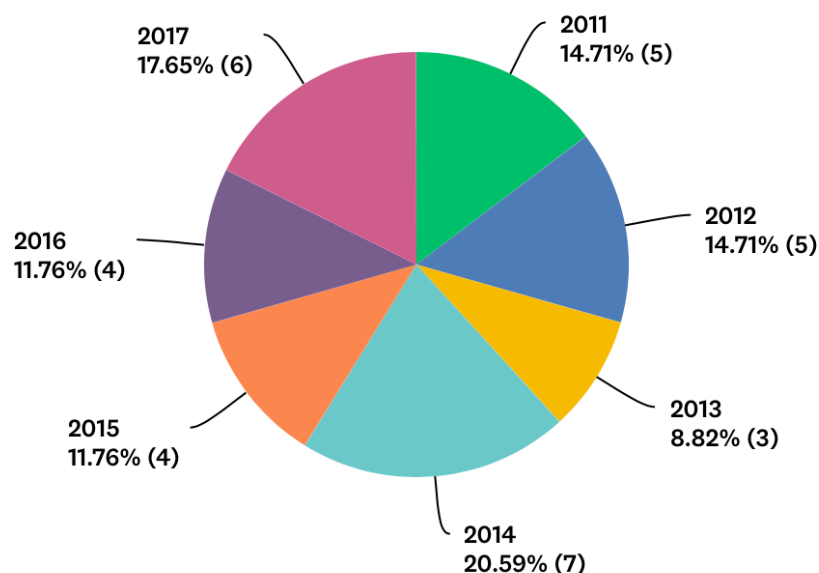
Participants in the qualitative interviews comprised 64% females and 36% males. Participants in the quantitative survey comprised 56% females and 44% males.

Composition of the overall alumni (2011-2017) is 50% females and 50% males (see Appendix for annual breakdown) indicating that our response and participation rate from males was lower than that of females. Lack of response could be due to a number of factors including intermittent access to connectivity for any alumni living in remote / rural areas.

The breakdown of age of survey respondents is shown in the following pie chart:



The breakdown of the year that Archer Leaders participated in the program is also displayed in the below pie chart. There was a slightly lower response rate from 2013:



Results

Level 1: Reaction and Satisfaction

Archer alumni reported reaction and satisfaction with a wide range of elements of the ALD Program. Common themes that emerged from the qualitative interviews (unprompted) included satisfaction with a range of outcomes and elements of the program.

Increased confidence: 64% of interview respondents commented that they were satisfied with the focus of the program on increasing confidence, which was an area they desired improvement before embarking on their ALD journey. Confidence was discussed in terms of general confidence, confidence specifically related to career progression, confidence within groups and confidence to articulate an opinion or stance on something.

“It’s helped me be really confident, helped me to really find my voice, and I think that’s one thing the Archer has done for me is to help me really speak from my mind and speak from my heart and be confident about it.” [AL8]

“I have a lot more confidence in myself. Before the program, I was someone very reserved. But after, about that has changed, how I see myself being out there. I have something to say and I shouldn’t hold back if these opportunities arise.” [AL2]

Improved public speaking skills: 5 out of 11 interview respondents commented on their satisfaction with the public speaking workshops and how these substantially improved their own perception of their public speaking ability. Public speaking was rated as an important skill and tool for Archer leaders professional and leadership journeys and a number of Archer were satisfied with the impact the program had on developing these skills.

“I would have to say my confidence in public speaking. It’s actually one of the things I really wanted to improve on personally and professionally as well. One thing that I took out of the program would be my confidence in speaking while standing in front of people and talking.” [AL1]

“The most important thing for me is public speaking, because before the Archer program I wasn’t able to interact with people or give a presentation without being shy, so that was a main takeaway for me.” [AL7]

Improved networking ability & networks: 7 out of 11 respondents also reported strong satisfaction with the program for its exposure to new networks for their professional development and community partnerships. Discussion ranged from general networking, to networks with people with visions for PNG, to networking across cultures, interests and backgrounds.

“Networking! Networking with people, perhaps of all different races and different cultures... I got out of it from going to visit the organisations it gave me to exposure of how to connect with people.” [AL1]

Understanding of leadership concepts: Six interview respondents also reported satisfaction with the content of the leadership workshops and spoke about the value that the various leadership concepts had in their professional and leadership journeys.

“I was greatly satisfied with the workshops and what I learned. [He] explained about what it means to be world-class, and I just remember that moment where it just dawned on me that wherever we are in the world, we can always come to that standard.” [AL2]

“I like that the ALD Program has provided us with certain tools that enable us to fine-tune that vision, and broaden our horizons. These days I have more of a vision of where I want to go and how I want to get there and I think the ALD Program has done that for me, has assisted me to become that way by just allowing me to really think about what it is that I want and what it is that I envision for the future.” [AL10]

“The workshops were great, they helped me develop the perspective of also thinking globally and having to have the shift in mindset that it’s not only in the communities but also in a global level of what I’m actually doing.” [AL8]

Enhanced Professionalism: Finally, a further four participants spoke about their satisfaction with the program to develop skills and attitudes of professionalism in them. A range of specific skills were highlighted including time management, decisiveness, critical thinking and presentation.

“I enjoyed the program that make me more conscious about how I spend my time. I don’t procrastinate anymore, waste my time, I try to make my time useful, professional. It’s the little things, the daily things, that you bring back with you. Setting up early for classes, how you present yourself, how to become a better listener, be more attentive.” [AL6]

Alumni members also commented on satisfaction with specific elements of the ALD program including the leadership exchange program to Australia, the mentoring component, the work experience placements and the adaptive leadership workshops.

Exchange program to Australia: 100% of alumni interviewed reported strong satisfaction and learnings as a result of the leadership exchange program to Australia. Key themes that emerged from this included satisfaction with the key leaders that alumni met with, visits to innovative organisations working on some of Australia’s and PNG’s toughest social issues, networking and public speaking opportunities, and broadened perspectives that came about as a result of participation in new experiences and meeting different people.

“There are so many highlights, but I guess visiting the asylum seekers would be one of my highlights, because it broke my heart and it helped me be really sensitive to human issues, and it opened my eyes to see what humans basically need.” [AL8]

“I was so happy to meet with all these leaders – community leaders, heads of businesses, government politicians. But also realizing that these leaders aren’t always a CEO of a large law firm, it can be a leader in a small organization in the suburbs. Leaders are everywhere, and all these leaders we met are so impressive and so intelligent. Regardless of what these people looked like, there are certain attributes that these leaders all share.” [AL6]

“There are so many highlights of the exchange! It was literally one of the best experiences ever. I came back, I was really sad that it was over actually. I was thinking about it a lot. It was really

life-changing. I think one of the biggest highlights for me was meeting the people from the business organisations or from the NGOs and learning about their causes and whether it was being the CFO of Westpac or going to a law firm and meeting people who are working tirelessly for the people around them.” [AL5]

Mentoring: 9 out of 11 Archers interviewed commented on the extremely positive experience that the mentoring component of the program provided. Six of them are still in regular contact with their mentors. Themes that emerged around satisfaction with the mentoring program were that mentors provided encouragement and support, inspiration and pathways, goal-setting and motivation, and an opportunity for self-reflection in a supportive environment.

“My mentor worked with me on professional goal setting. She would talk to me about long term and short term goals. She had a wonderful influence on my life.” [AL9]

“I started taking goals more seriously. There was previously a period of my life where I had trouble doing my goals, setting mu goals and all that. But during the program, having a mentor, helped me to clearly define my future.” [AL1]

“When I was speaking to my mentor he was in a position working for an international organization as a development economist, and that’s where I’d like to be one day. And only was I impressed with his job, but I was impressed with who he was as a person. I want to have ambitions and goals outside my career as well, just like my mentor. I was to build a family. I saw that he had work/life balance and I found hope in that.” [AL 6]

Work experience placements: Work experience was spoken about to a lesser degree among interviewees than the exchange and mentoring components of the program, but was still held in high esteem by those who mentioned their placements and/or internships. Positive themes that emerged from discussions around the work experience placements included gaining an understanding of professional work contexts, expectations around professionalism, and career pathways that were directly fostered as a result of the work experience placements (examined in more detail in section 4).

“With regards to the work experience, I did my placements with Westpac and International SOS. For me, it was meeting with the people working there, and seeing how different the working cultures are in Australia. And you hear all this talk about how PNG workforce isn’t as productive, but I saw so many similarities between the two countries. These international firms uphold the same professionalism in both countries. That was good to see.” [AL1]

“My internship placement created a direct employment pathway for me. When I came back, I got to be an intern for programs with The Voice and now I have a job with the Voice! It’s helped me to build the confidence to speak at the United Nations stage to almost 400 school students in New York...it’s also helped me to build that leadership volunteer work and be able to attend the United Nations Economic and Social Forum in New York.” [AL8]

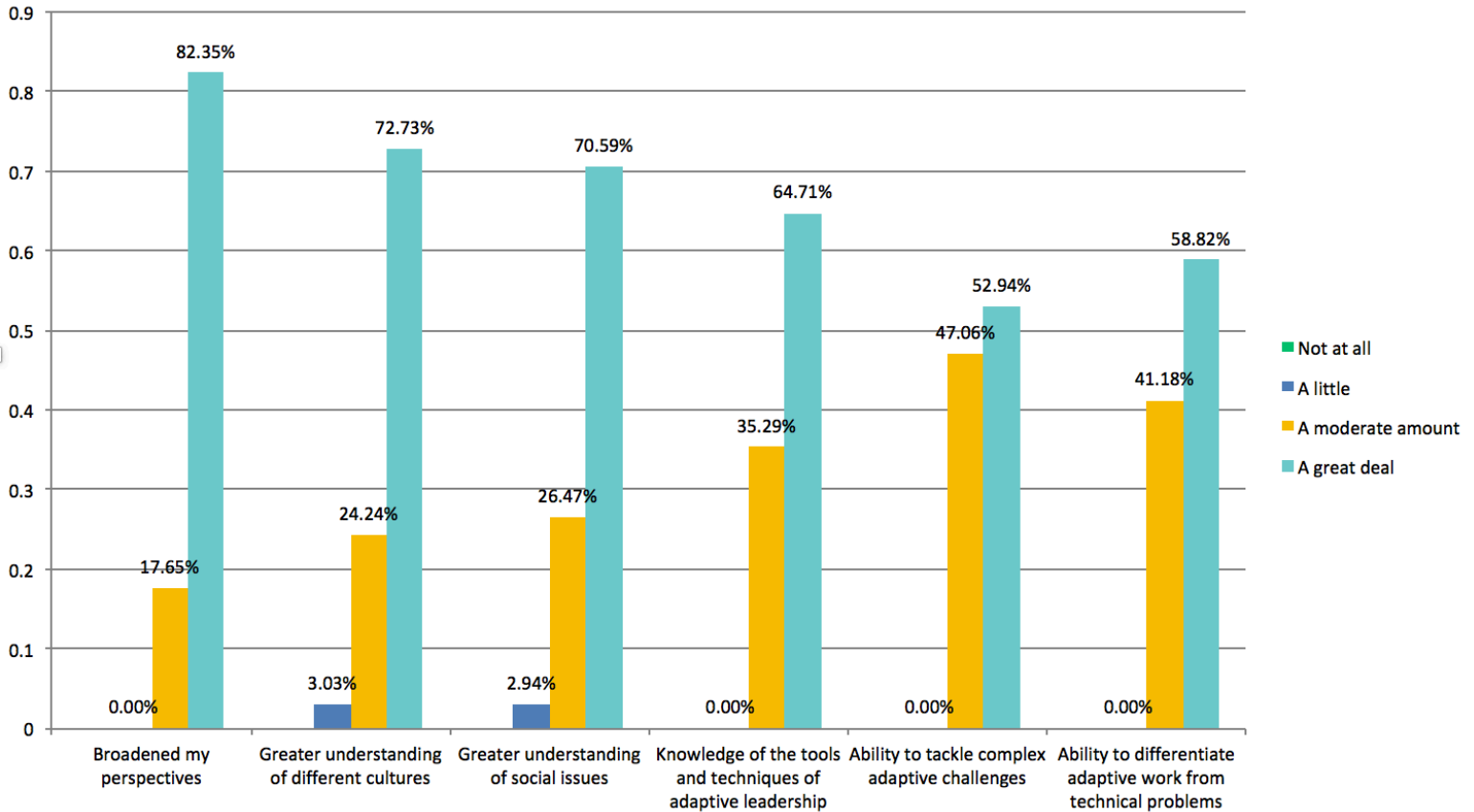
“It has helped me a lot through my development. Through my internship, I was offered a one month contract with Oil Search. But then it led to my employment with Oil Search, straight from university I got employed! Because of those skills that I attained from the program and during the work experience, Archers gave me the leverage to do more than what was expected for an intern.” [AL4]

Other areas of satisfaction: Several other components of the ALD program were also spoken about with enthusiasm and high levels of appreciation and satisfaction. These included the community projects and placements, support with tuition and boarding fees, and the provision of educational and professional development resources.

Level 2: Learning

Archer alumni were asked to self-reflect on their level and quality of learning throughout their participation in the ALD program in both the quantitative survey and the semi-structured interviews. Questionnaire respondents were asked to state the level of impact the ALD program had on their learning across six main areas including perspectives, understanding of cultural differences, and knowledge of adaptive leadership theory. Survey responses were further elucidated with qualitative questions around key learnings.

Thinking back to your year as an Archer Scholar, do you feel the program impacted or changed you in the following areas?



Broadened Perspectives: 82% of survey respondents said that the ADL broadened their perspectives ‘A great deal’ with a further 18% reporting the program broadened their perspectives ‘A moderate amount’. One of the key aims of the leadership exchange program is to expose the Archer Leaders to a diversity of people, cultures, food, workplaces and experiences, resulting in broadened perspectives and understandings. The impact of the program on broadening perspectives was further commented upon throughout the qualitative interviews and emerged as a key theme.

One way in which respondents spoke about broadened perspectives was when discussing the work the program does around exploring social issues during the exchange program and adaptive leadership workshops:

“We focused on the social issue of refugees. And we realized that sometimes it’s easy to forget that refugees are just like everyone else. They are trying to work, trying to provide for their families. They are people. There are refugees in PNG as well. Seeing them as people, and not as refugees really broadened my mind. The underlying issue of equality and viewing people as equal and seeing people for who they are. There’s no need to marginalize people.” [AL6]

“When we visited the asylum seekers it gave me a different perspective... this program has helped me to really see a different perspective of people and I learnt so much about human rights. Now, my work with the Commonwealth, they are related, because after visiting the asylum seekers I realized that each and every one of us has a basic need and right and that’s to food, to freedom and to love. Having that experience has helped me build a perspective of people being equal and it’s really helped me through my walk of life and my community projects.” [AL8]

Greater understanding of cultures and social issues: Alumni were also asked to report on how the program increased their understanding of different cultures and social issues which was a key component of the exchange program and adaptive leadership workshops. 73% and 71% reported that the program influenced their understanding of different cultures and social issues (respectively) ‘A great deal’, whilst a further 24% and 26% reported it influenced them ‘A moderate amount’.

Throughout the interviews, respondents also spoke about their increased understanding of different cultures and social issues as a direct result of the program, especially the exchange to Australia.

“There was something that really changed my whole perspective when we went to the Mosque in Lakemba. It really changed my whole perspective on Muslim people. [When] I went into the program, I didn’t really know much about them and I guess in a way I kind of stereotyped them, and when we went to the mosque I got to learn about their faith and their whole culture and that really changed my perspective on who they are. I understood that they are people too. It really was an amazing experience working with them and understanding them and, you know, hearing their whole story.” [AL5]

Adaptive leadership learnings: Alumni also responded to questions asking them about their learnings of adaptive leadership tools, techniques and theory. Responses were positive and the Archer leaders reported strong learnings about the tools and techniques of adaptive leadership (65% = A great deal; 35% = A moderate amount), the ability to tackle complex adaptive challenges (53% = A great deal; 47% = A moderate amount), and the ability to differentiate adaptive work from technical problems (59% = A great deal; 41% = A moderate amount).

Interviews further elucidated this learning and respondents spoke about the key themes they picked up from the adaptive leadership workshops. This included the ability to diagnose adaptive challenges in PNG society, the complexities of dealing with adaptive challenges with no known solutions and the practical examples of exposure to organisations and individuals who were demonstrating adaptive leadership in their approach to adaptive challenges.

“Go back to the definition of adaptive leadership, where you have an adaptive problem with no known solution or answer to, and that speaks to a lot of issues we face here in Papua New Guinea. For me, the biggest thing would be learning how you can tackle adaptive problems with adaptive solutions.” [AL5]

“One concept that really stood out for me when we were discussing adaptive leadership was taking the balcony look at the situation. Getting up on the balcony and seeing what’s going on, properly diagnose the situation. So I now try and do that in most situations that I’m in especially when dealing with a complex challenge.” [AL11]

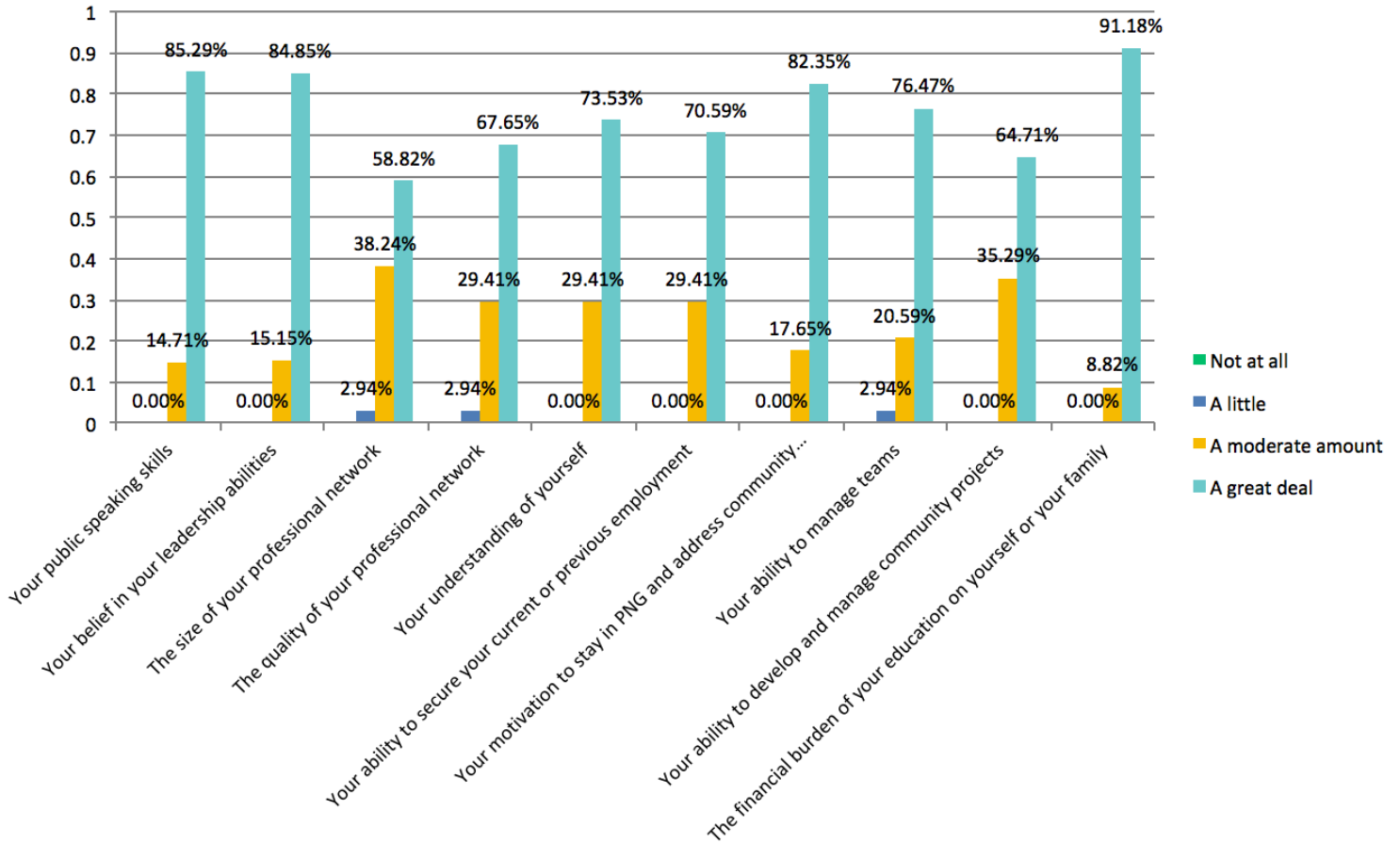
“Another thing that really stood out to me was how [these innovative NGOs] were directly or indirectly using adaptive leadership to solve some of the social issues that they are facing in their communities. These people really gave up their whole lives and were committed to working to transform the lives of people around them for the long haul. They dedicate their whole lives towards transforming the lives of others around them... that was just inspiring.” [AL5]

“It was one session that we had about being on the balcony and also one that was about beautiful questioning when we were in Sydney, having questions that could not only ask a question for the sake of asking a question but questions that ignite action in those questions. I not try and ask questions that have actions related to them.” [AL8]

Level 3: Application & Implication

In this level, the evaluation measured the extent to which participation in the ALD program impacted a range of skills, behaviors, attitudes, and outcomes. The survey asked participants to rate how much the program impacted the following are:

Thinking back to your year as an Archer Scholar, how much did the program impact the following areas?



Of all the impact areas measured, the highest impacted areas were the influence of the ALD program on:

- Reducing the financial burden of the Archer Leaders' education on themselves or their family (91% = A great deal; 9% = A moderate amount)
- Public speaking skills (85% = A great deal; 15% = A moderate amount)
- Belief in leadership abilities (85% = A great deal; 15% = A moderate amount)

Qualitative responses provided further insight into the application and implication of the ALD Program on a range of areas for the Archer Leaders. Common themes that emerged from the survey and interviews were:

Confidence & Self-belief:

“The program helped me to believe in myself; the confidence in my own ability to lead and make a difference in society. I was always a shy person and being a middle child, I never took initiative to lead events/discussions. Although I did take up leadership roles in High School, I never really had the confidence to effectively carry out my duties. The Archer Program helped build that confidence in me to take initiative and to really lead.” (Survey qualitative questions)

“The biggest impact of the program was on my self confidence in myself and my ability to make a difference that can send ripples through the world” (Survey qualitative questions)

Broadened Perspectives & Exposure:

“The program broadened my perspective of the greater world around me. Helping me to relate how PNG's social, economical and political issues can be addressed, if we could also relate to how the "wider world" addressed these issues and think about how we can apply what we can learn from the wider or international community, Australia for that matter. I've also appreciated the program for giving the exposure and experience I had being overseas and having an experience of the "international culture". (Survey qualitative questions)

“Changed my perspective on life that it's not all about me, completing my studies and having a good life but I have a responsibility to play. To help contribute to the development/changes I want to see in my community and country as a whole.” (Survey qualitative questions)

Self-Awareness:

“During the program I became self-aware which was something really important in my life. I identified my strengths and weakness and starting working on them to improve. I started to venture out of my comfort zone which was discomforting at first, but as time went by it became the norm. Also it broadened my perspective on many other aspects of leadership, such as how to solve problems using the "balcony view" technique, networking and sustaining a relationship in the business world. All really useful tools that helped me a lot after the scholarship. To sum it up, it fine-tuned me, and made me a better version of myself.” (Survey qualitative questions)

“I would say being given the opportunity to see the bigger picture. The program made me view myself in a holistic manner identifying my strengths and weakness and using them both in my life

journey. It also made me decide and find out what it is that I really want to do with my life and that will be of greater benefit for me and everyone around me. The program gave me the opportunity to stand at the balcony and see all and in turn find out how I can assist to make a change in my life and my community.” (Survey qualitative questions)

Networks:

“The greatest impact of the program was developing the ability to establish, maintain and utilize important networks to address social issues in PNG. The program also taught us important skills in relation to networks and how best you can use those skills to drive positive change around you in addressing various issues or problems.” (Survey qualitative questions)

Public Speaking & Communications:

“The Archer Leadership Program had a big impact for me both personally and professionally. In that I mean I was able to improve my confidence in public speaking /communication skills. Such is vital for my role in my current job.” (Survey qualitative questions)

“The greatest impact was the program impacted my professional life and career and my leadership ability as well as my public speaking and engagement skills.” (Survey qualitative questions)

Participants also spoke about how the ALD Program influenced the future direction that their life took and the way in which the yearlong program impacted their decision making, the setting of priorities, career pathways, and application of skills learnt. The following themes emerged from qualitative responses to the survey:

Commitment to Community or Social Progress:

"The program has immensely impacted my life after I graduated. I'm currently in the initial stages of registering an NGO called "Reach Out for Justice Inc". The NGO will be an organization to provide free legal advice to victims of Domestic Violence. I have got some very positive response from various individuals that I have had some discussion with in relation to that NGO and looking forward to pull it off the ground by the end of this year.” (Survey qualitative questions)

“After working for 4 years with an engineering consulting firm, I felt that I did not do much to help contribute to the changes that I want to see in PNG. I am passionate about development especially provision of basic services and infrastructures in both urban and rural areas but it’s too big. I see that I cannot change everything so I quit my job to come work for [NGO] The Voice Inc because I believe that all my time and effort putting into developing the young people we are working with,

they will be in a position to contribute to the changes that I want to see one day.” (Survey qualitative questions)

“The program greatly influenced the direction of my life after I graduated. I became more interested in the development of PNG as a nation and started seeking out ways to positively contribute to that direction instead just wanting to become a geo-chemist working in the extractive industry and making heaps of money for myself.” (Survey qualitative questions)

Skills applied to Career Progression:

“I was more confident during job interviews. Also, I was able to get a job with a Non-profit organisation which was newly established. I was able to work independently with very little supervision. I would often engage with Managers on a direct level and having that confidence in myself helped a lot.” (Survey qualitative questions)

“I always had the thought of being a certified practising accountant. Part of my job interview was to discuss some leadership expertise if I had. I referenced a lot about KTF Archer's program and how I could contribute to the community with the help of KTF's Archer program. So I can say, yes being an Archer did help me to take me to the work that am doing at the moment.” (Survey qualitative questions)

“The program influenced me in so far as helping me to set clearer and more realistic goals to achieve at different stages of my education, career, family and contributions to the wider community to influence others in a positive manner.” (Survey qualitative questions)

Skills applied to general improvement:

“I think my attitude towards doing tasks, achieving results, pursuing opportunities, managing conflict and problems and developing solutions previously was, most times, extremely passive and internalised. I've now developed the ability to be more assertive than before.” (Survey qualitative questions)

Level 4: Results & Impact

The final level of the evaluation sought to measure longer-term change and impact as a result of the leaders' participation in the ALD program. This level was aligned with KTF's Leadership Theory of Change that states that the ALD program will result in three long-term outcomes:

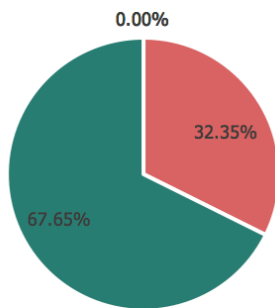
- Increased number of Papua New Guinean professionals that prioritise sustainability and positive social change;
- Majority of Archer alumni progress to senior management positions in the public, private and civil society sectors;
- Majority of Archer alumni have established and/or are operating projects that improve the wellbeing and futures of fellow Papua New Guineans.

The quantitative survey asked respondents to reflect on how much they agree with a range of statements related to their commitment to community and society and their perspective on their leadership status.

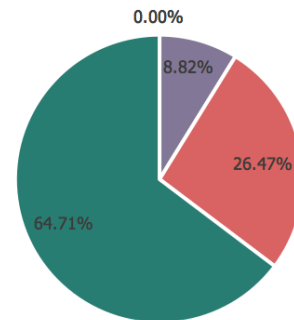
Increased number of Papua New Guinean professionals that prioritize sustainability and positive social change

Participants were asked to answer two questions in the survey about their commitment to community and society. Responses were extremely positive with the majority of Archer alumni strongly committed to their community and to the betterment of PNG society:

I am committed to the betterment of the society I live in



I am committed to my community

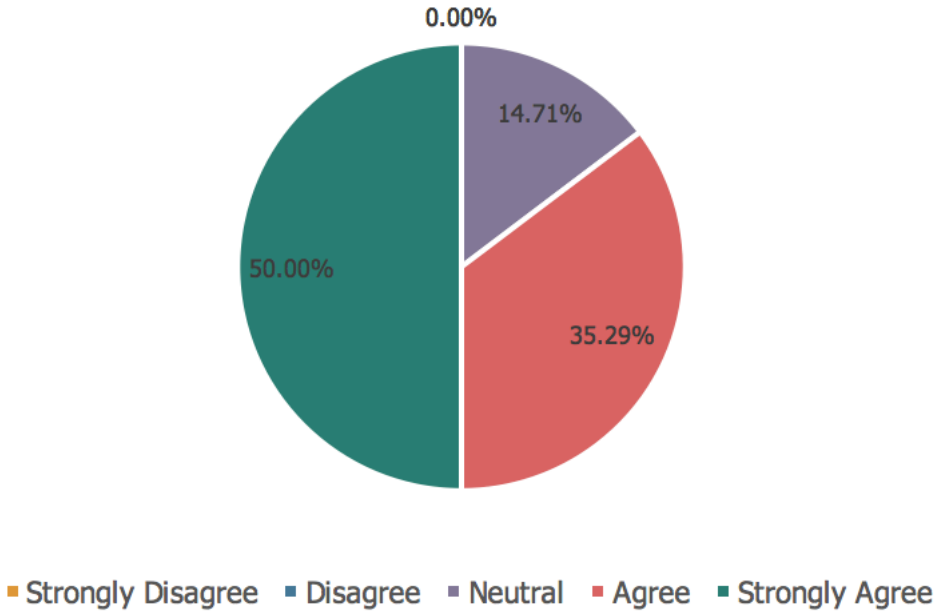


Strongly Disagree Disagree Neutral Agree Strongly Agree

Strongly Disagree Disagree Neutral Agree Strongly Agree

Participants were also asked to reflect on how much they agree that they are a leader in their field. Responses were slightly more negative to this question, possibly due to some of the Alumni still being at early stages in their career progression:

I am a leader in my field

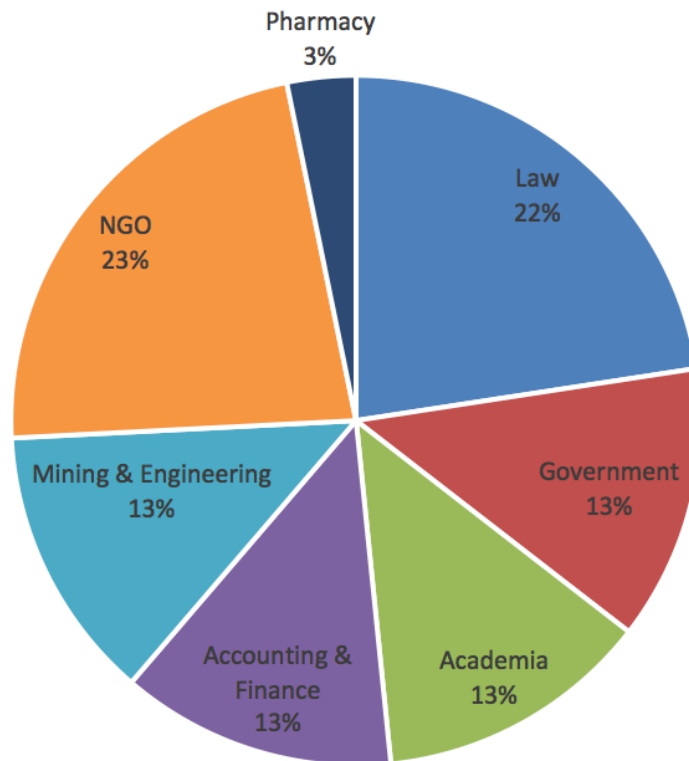


Majority of Archer alumni progress to senior management positions in the public, private and civil society sectors

Respondents were asked to report on their current employment status and the level of their employment within their various organisations or companies. A range of careers and sectors were reported by the survey participants and 48% of respondents have already progressed to senior management (equivalent) positions since graduating from the ALD Program. Many more have career pathways in place for senior management trajectories.

Of the survey respondents, 94% were engaged in full-time work. Only one person was currently in between employment, and another person was engaged in full-time studies (PhD). In addition to this, of those working, 19% were also engaged in further studies (post-graduate diploma, Masters, or PhD).

Respondents who were engaged in full-time employment were engaged across the following sectors:



The evaluation also explored future aspirations with the survey respondents and asked them to comment on where they would like to be (employment, studies or other) in 5 years’ time and 10 years’ time. At 5 years from now, 61% of respondents specifically named senior management (or equivalent) formal employment positions as their employment objectives.

The qualitative interviews asked participants about the impact that the ALD Program had on their career progression. 73% of interview respondents spoke about a direct link between the program and their career pathway. This was often facilitated by their work experience placement at the end of the year, an introduction made by their mentor, or a person they networked with at the various opportunities facilitated throughout the year. For example:

“Through my internship, I was offered a one month contract with Oil Search. But then it led to my employment with Oil Search, straight from university I got employed! Because of those skills that I attained from the program and during the work experience, Archers gave me the leverage to do more than what was expected for an intern.” [AL4]

“Being [connected] with my mentor helped me because the firm that I work in, is the largest firm in the world. But it’s more than just your capability as a lawyer which would get you a job there. It’s also about referrals. I know that my relationship with my mentor, and her knowing what I’m capable of, that helped me a lot in securing a job and continuing to keep that job. Now we are colleagues!” [AL10]

“After completing my university studies in 2013, the ALD Program facilitated a two-week internship with an NGO based in Buka, Strongim Pipol Strongim Nesen. So that led to my offer of employment in 2014. I was called by the Programs Advisor, I didn’t apply, but they called me and offered me a job.” [AL3]

In some cases, the program didn’t result in direct employment, but gave the Archer Leaders insight into what working for various firms would be like and helped to direct which pathway they pursued:

“When we were in Sydney, I got to do work experience with PwC and KPMG. That was really weird because those were actually the two accounting firms in Port Moresby who were after me, and I was a bit torn about where I was going to go. So being in Sydney really helped me with my decision because I got to see how the two firms operated at an international level which helped me in making my decision.” [AL5]

A further 27% of interview respondents stated that the skills and confidence they learned throughout the ALD Program resulted in their career progression. For example:

“Basically the confidence I gained and in my current work, the leadership skills. It makes you stand out from everyone else, because you are able to handle things without people telling you what to do, you take the initiative and you already think outside the box.” [AL7]

The ALD Program resulted in many direct and indirect career progression pathways for participants which were highlighted by both the survey and interview data.

Majority of Archer alumni have established and/or are operating projects that improve the wellbeing and futures of fellow Papua New Guineans.

The final outcome explored in the evaluation was the Archer alumni’s level of participation and leadership in the design and delivery of projects that change lives and address complex challenges in PNG. A key feature of all the elements of the ALD program is to foster a strong desire in the Alumni to

be committed to their community and society, and to develop the tools and strategies they need to address complex, adaptive challenges facing PNG – in order to have a ripple effect in communities across the country.

A number of community development and social impact projects have been formally supported by KTF via a separate KTF Leadership Project called *Community Kickstarter Grants*. Over the past 3 years, seven Community Kickstarter Grants have been provided to Alumni members which involve:

- Mentoring and guidance with the development of a project concept and design
- Exchange programme to Australia to explore other interventions that are working well that can be applied to the PNG context
- Funding for the implementation of the project
- Ongoing support for project implementation, management, monitoring and evaluation

A number of community development and social impact projects have been facilitated by the project to date:

- UniMums: a start-up NGO developed by Archer Leader, Tess Gizoria. UniMums was established to provide psycho-social support to young mothers and pregnant women who are attending school or university. This support enables them to continue their studies, undertake extra tutoring activities, seek support from their peers, access physical resources such as baby goods and run outreach programs on domestic based violence and young mother support. KTF will continue its support of UniMums in 2018 by providing financial support, mentoring and resources.
- Haisi Library & Literacy Program: this project was facilitated by Archer Leader, Eleanor Maineke. Eleanor worked with a local community in Arawa to undertake library infrastructure and maintenance, and source a regular supply of literary books. Eleanor now runs two literacy programs out of the library – one for children attending the local elementary and primary schools, and one for adults in the region.
- BeHive: an online mental health resource providing assistance to young Papua New Guineans. Behave is being developed by Archer Leader, Sebangaz Siming, and is the first of its kind in PNG. The website is dedicated to providing information, support and pathways to young Papua New Guineans dealing with mental health challenges.
- Konect: is a professional networking initiative started by former Archer leaders Jerome Sesega and Johnetta Lili (who was also the recipient of the Queens Young Leaders award in 2017.) The project aims at making connections between university students and industry leaders via a web-based mentoring program.

- The S.O.A.P Project: Sustainable Opportunities After Prison is an initiative of Archer Leader, Richard Favave. The S.O.A.P Project works with women from Kavieng Prison to make soap, utilising many ingredients from their natural surroundings. The soap is coconut-based and will be sold across PNG with all profits being invested into improving the living conditions of the women in prison. All women will be given a start-up kit to take home when they leave the prison so that they can commence their own micro business and earn a living.

In addition to these projects that were formally supported by KTF, the evaluation explored how the rest of the Alumni are developing or operating projects that improve the wellbeing or futures of Papua New Guineans. 55% of survey participants were involved in a formal community development or social impact project where they had a leadership role; whilst a further 18% were involved informally with projects in their communities. 27% of participants had yet to engage in a community project (the majority of who were recent graduates from the ALD program and embarking on career pathways).

“My community project was the micro hydro power plant. I wanted to use young intellectuals to do something for the community hence I engaged graduate applied physics students and several other young scientists and engineers to do a feasibility study of the area so we can present to the government or donor agencies for funding. The purpose was to help communities while young fresh graduates are using their skills to make a difference and also gain experience and exposure from this. I got this idea after our visitation of different organisations in Sydney, their aims and goals and what they did to overcome all odds.” (Survey questions)

“I've been part of a social impact initiative to create PNG's first cancer services registry in partnership with the PNG Cancer Foundation. The Archer Leadership program helped me with a base network and also through the community project grant where I was able to submit a proposal and get funds to help sustain and get the project off the ground.” (Survey questions)

The interviews provided further insight into how the graduates were utilizing skills, tools and strategies learnt throughout the ALD program for the implementation of various community projects and social initiatives:

“My program is Mission Vibe which focuses on education and gender equality for everyone. It's based around educating young people and fostering pathways back to school or employment. When I was on the [ALD] program, it really helped me to see the problem that I was tackling. It was not a technical fix... I realized that it's an adaptive challenge and the adaptive leadership theory has really helped me identify the kind of adaptive solutions to address these issues.” [AL8]

Other respondents spoke about specific visits to organisations during their exchange program that ignited an idea for them to apply to a social issue back in PNG:

“One place that we visited when we were in Sydney was a community organization called the Street University, and I LOVE the Street University. I love everything that it’s about, taking an unconventional approach to education... So when I was designing my community project, something that I have called “Inawa” which in my language means “to dream”, I remembered what I had seen at The Street University. What I am doing is building a community centre for my people in my village. Like what I learnt, we are focusing on traditional arts and crafts, that we are losing in Madang, and engaging the elders to teach the younger ones about these traditional practices, and the younger ones teach the elders how to read and write and spell. I based this on what I learnt at Street University.” [AL10]

Discussion

Many key findings emerged from the quantitative and qualitative data across the four levels of evaluation. Themes emerging from respondents’ satisfaction with the ALD program included: increased confidence, improved public speaking, improved networking opportunities and networks, increased understanding of leadership concepts and enhanced professionalism. Strong satisfaction was also reported with the various elements of the 12-month program especially the leadership exchange program to Australia, the mentoring, and the work experience opportunities.

The learning level of the evaluation highlighted a number of key outcomes including strong learning related to opportunities created by broadened perspectives, exposure to different cultures, understanding of social issues, and learning about various elements of adaptive leadership theory.

The third level of evaluation examined the respondents’ application of skills, techniques and confidence to their lives because of their participation in the ALD program. Key findings included the positive contribution the program made to alumni’ public speaking skills, confidence and self-belief, broadened perspectives, self-awareness, networks and ability to network, commitment to community, and career progression.

The final level of evaluation explored the longer-term outcomes as set by KTF’s Leadership Theory of Change. The evaluation demonstrated very strong commitment among the alumni to community and

the betterment of PNG society; strong engagement by the alumni in formal and informal community development and social impact projects for the improvement of lives and futures of Papua New Guineans; and the majority of alumni engaged in senior management positions, or on career trajectories to be engaged in senior management positions within a range of sectors including Law, Government, Academia, Mining & Engineering, Accounting & Finance, and NGO / Development.

The Archer Leadership Development Program has been successful in meeting a range of short and long term outputs and outcomes over the past 8 years that contribute to its ultimate aim of finding and fostering a new generation of PNG leaders. Through targeted and intensive investment in a small cohort of final year tertiary students with strong leadership potential and leadership track record, the project aims to create a cohort of leaders who are confident, empowered with the skills and knowledge they need to address a range of adaptive challenges facing PNG society. By giving them the tools and techniques, broadened perspectives, networks and mentors, and confidence and awareness, the young leaders have demonstrated their commitment to PNG society and to creating change for vulnerable communities. This 'ripple effect' can be sustained over a long period of time. The Archer alumni is a vibrant and active association supported by KTF through a range of initiatives including the Community Kickstarter Grants and the Archer Conference.

Improvements for the ALD Program moving forward were discussed via the semi-structured interviews with the alumni. Suggestions for strengthening and improving the program moving forward included:

- More regular follow-up of Archer Leaders throughout the 12-month program by KTF project officers;
- Formalise a follow-up system after the leaders graduate from the program, in addition to the Archer alumni
- Formalise pathways into complementary programs such as Toastmasters and linking in with former Alumni community projects
- Strengthen the mentoring process by providing mentors, especially first time mentors, with suggested schedule of topics and strategies for mentoring
- Facilitate joint alumni community projects after graduation from the program
- Grow the PNG component and replicate the Australia-based leadership exchange program within PNG.

As KTF moves into the next leadership theory of change cycle, it will endeavor to improve the ALD program and address the above areas highlighted by the alumni. KTF will also seek to grow the number of participants it engages each year and can support via the ALD program. In 2018, we secured a new corporate partnership with the Wafi-Golpu Joint Venture (Newcrest Mining) in PNG who have

committed to support an addition two positions on the program. In 2018, eight Archer Leaders are undertaking the year-long program.

Appendix

Archer Alumni breakdown by gender, year, university and studies

Year	Name	Gender	University	Studies
2011	Geoffrey Ulsimbi	M	UPNG	Environmental Science
	Jimmy Mai	M	DWU	Community Development & International Relations
	John Pota	M	UPNG	Accounting
	Nellie Hamura	F	PAU	Theology
	Richard Favave	M	PAU	Secondary Education
2012	Jack Kulumba	M	UPNG	Business Management
	Wilford Nave	M	UPNG	Political Science
	Aaron Inamara	M	Uni of Goroka	Museum Studies
	Kathleen-Joy Ratnasingam	F	PAU	Secondary Education
	Lucy Efi	F	DWU	Arts & International Studies
	Lisa Punau	F	DWU	Arts & International Studies
2013	Anthony Kubei	M	UPNG	Pharmacy
	Eleanor Maineke	F	DWU	Social & Religious Studies
	Maggie Isaac	F	PAU	Nursing
	Sarah Griffin	F	UPNG	Environmental Science
	Netty Daemura	F	UPNG	Law
	Samson Walizopa	M	UPNG	Business Management
2014	Bruno Siare	M	PAU	Environmental Science
	Frederick So	M	UPNG	Law
	Mansanu "Debbie" Akane	F	UPNG	Law
	Morrison Garth	M	PAU	Science
	Stephannie Kirriwom	F	UPNG	Law
	Theresa Gizoria	F	UPNG	Chemistry

2015	Amy Kuli	F	DWU	International Studies
	Ethel Heagi	F	UPNG	Law
	Mathew Adadikam	M	UPNG	Law
	Sam Kaima	M	UPNG	Chemistry
	Sebangaz Siming	F	UPNG	Business & Accounting
	Wilma Mavea	F	UPNG	Biology
2016	Jeremy John	M	UPNG	Information & Communication Science
	Jerome Sesega	M	UPNG	Law
	Johnetta Lili	F	UPNG	Accounting
	Kelly Samof	M	UPNG	Economics
	Petra Totome	F	UPNG	Biology
	Sylvia Kaski	F	DWU	Business Studies
2017	Methuselah Wabiria	M	UPNG	Economics
	Cayllan Boeha	M	UPNG	Economics
	Joshua Sialis	M	UPNG	Economics
	Eileen-May Murepe	F	UPNG	Journalism
	Len Awinup	M	UNITECH	Computer Science
	Lydia Dimokari	F	UPNG	Social Work
	Samantha Mosoro	F	UPNG	Law
2018	Jetta Caleb	M	UPNG	Economics
	Zena Good	F	UPNG	Science & Chemistry
	Helen Yurus	F	UPNG	Law
	Joshua Kamilo	M	UPNG	Information & Communication Science
	Michel Mel	M	UPNG	Medicine
	Yvette Krimbu	F	UNITECH	Electrical Engineering
	Raylance Mesa	F	UNITECH	Architecture
	Damaris Wakip	F	DWU	Math & Computer Science